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STATE OF SOUTH CAROLINA

" *State Education*

SPECIAL INSTRUCTIONS

FOR THE

Organization of Rural
Graded Schools

Prepared for the State Department
of Education by the State
Supervisor of Element-
ary Rural Schools.



Issued by J. E. SWEARINGEN,
State Supt. Education
1914

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To Trustees and Teachers:

The growth of rural graded schools employing two teachers or three teachers has brought better educational facilities to nearly 300 districts containing nearly 25,000 children.

This bulletin is reprinted for four reasons:—

1. To emphasize the necessity of careful organization, especially in the first four grades. The daily programs for two-teacher and three-teacher schools are especially recommended for careful examination. Every school receiving State aid must file with the State Superintendent a copy of each teacher's daily program before this aid can be paid.

2. To call attention to the supplementary reading books, and, incidentally, to the 1914 Library List.

3. To urge proper equipment in each classroom. In many schools this minimum equipment can be improved, especially in blackboards, maps and desks.

4. In the hope of stimulating lagging communities to take advantage of the rural graded school Act.

Each school should file at the end of the first month its application for State aid during the current year. All such applications should reach the State Superintendent between December 1st and December 15th.

If principals and teachers would forward specimen programs without written requests, their co-operation would facilitate the handling of applications by the State Department of Education.

At the close of the session each principal should file his annual report with the State Superintendent of Education, the County Superintendent of Education, and the Clerk of the Local Board of Trustees. Schools failing to forward this report are liable to forfeit their right to State aid the ensuing year.

The three-teacher school guarantees adequate instruction. South Carolina needs at least 500 such educational centers. The present development points to the establishment of many additional high schools and rural graded schools during 1914-15.

Respectfully,

J. E. SWEARINGEN,
State Supt. of Education.

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THE RURAL GRADED SCHOOL

At the annual session of 1912 the General Assembly of the State of South Carolina passed the following Act, which had been introduced by Representative W. H. Nicholson of Greenwood.

RURAL GRADED SCHOOL LAW.

An Act to provide for consolidated and graded schools in country districts, and to appropriate fifteen thousand dollars to encourage the same.

Section 1. *Be it enacted* by the General Assembly of the State of South Carolina, That not less than fifteen thousand dollars be appropriated annually for the purpose of assisting rural school districts in the establishment, maintenance and improvement of rural graded schools under the conditions and provisions of the following sections of this Act: *Provided*, That the amount hereby appropriated shall be expended from the sum appropriated under the terms of Term Extension Act of 1910, Act. No. 431, page 791.

Sec. 2. When any rural district in South Carolina shall levy and collect a special school tax of not less than four (4) mills, and when a school in such district employs two certificated teachers for a school term of not less than six months, and when such school has an enrollment of not fewer than fifty pupils and an average daily attendance for the session of not fewer than thirty pupils, and when such school is taught in a comfortable and sanitary building provided with the minimum equipment prescribed by the State Board of Education, and when it uses a course of study and classification approved by the State Board of Education, it shall be entitled to receive State aid under this Act to the amount of \$200.00 per year.

Sec. 3. When any rural school district in South Carolina shall levy and collect a special school tax of not less than four (4) mills, and when such school employs three or more certificated teachers for a school term of not less than seven months, and when such school has an annual enrollment of not fewer than seventy-five pupils and an average daily attendance for the session of not fewer than forty pupils, and when such school is taught in a comfortable and sanitary building provided with the

minimum equipment prescribed by the State Board of Education, and when it uses a course of study and classification approved by the State Board of Education, it shall be entitled to receive State aid under this Act to the amount of \$300.00 per year.

Sec. 4. No district which receives State aid under the provisions of the High School Act, or of the Term Extension Act shall receive aid under the provisions of this Act. No district which contains an incorporated town with more than three hundred inhabitants shall receive aid under the provisions of this Act.

Sec. 5. It shall be lawful for the school trustees of a district to use the State aid obtained under the provisions of this Act to furnish public conveyance of children to the school, when in the opinion of the trustees and the County Superintendent such action is wise and expedient.

Sec. 6. The State Superintendent of Education may refuse aid under the provisions of this Act, if it is made to appear to him that the expenditure would be unwise and detrimental to the interest of free school education in said district.

Sec. 7. The State Superintendent of Education, with the State Board of Education, shall provide rules and regulations for the distribution of this fund, and shall publish such regulations to the various County Superintendents of Education, who, in turn, shall publish them to the various district trustees.

Sec. 8. Applications must be filed in order of their receipt, and paid or refused in the same order.

Sec. 9. All Acts or parts of Acts inconsistent with this Act be, and the same are hereby, repealed.

Act No. 497, Statutes 1912.

A clause of the Bill set aside \$15,000 of the Term Extension appropriation for the purposes of this Act.

In the Appropriation Bill of 1914 a special appropriation of \$60,000 was made with which to carry out the provisions of this Act. On April 12, 1912, the State Board prescribed the following minimum equipment for schools receiving State aid under this Act:

- (1) Each teacher to be provided with separate room.
- (2) Comfortable desks for teacher and for pupils.
- (3) Proper ventilation and good heating in winter.
- (4) At least twenty lineal feet of good blackboard per classroom, with crayon and erasers.

- (5) Maps of the United States, South Carolina, North America, South America, Europe, Asia and Africa.
- (6) Library of at least one hundred volumes.
- (7) Two separate and well-kept closets.

This Act was at once enthusiastically received by the County Superintendents and Rural School Boards of the State.

Many of them have expressed the opinion that it is the most stimulating piece of legislation which has yet been passed for the advancement of the country school of the best type. The required four-mill special tax has already been levied in many districts in order that the rural schools in these districts might be enabled to qualify for recognition as rural graded schools. Each year will mark an increase in the number of schools which have been stimulated to increased activity and efficiency by this law, and it is confidently expected that the Legislature will continue to recognize its beneficent effects and will increase the appropriation to meet the needs. At the close of the scholastic year 1913-1914 the following schools had complied with the provisions of the law and had received assistance from the State appropriation:

LIST OF RURAL GRADED SCHOOLS RECEIVING STATE AID,
JULY 1, 1913, TO JUNE 30, 1914.

County.	School.	District	Teachers	Term in Days	Enrollment	Average Attendance
Abbeville	Sharon	20	2	140	54	30
	Donalds	39	3	160	108	72
Aiken	Beulah	3	3	120*	98	74
Anderson	Denver	2	3	120*	121	77
	Roberts	5	3	140	94	56
	Centerville	6	3	140	133	100
	Hopewell	7	2	160	85	55
	West Pelzer	8	3	160	152	96
	Barnes	13	2	140	71	37
	Long Branch	16	2	120	72	46
	Mountain View	18	2	160	136	59
	Concrete	19	2	120	111	65
	Union	21	3	120*	135	77
	Bishop Branch	28	2	140	74	39
	Three-&-Twenty	32	3	140	96	61
	Long Branch	33	2	140	92	71
	Friendship	35	2	120	59	43
	Cleveland	36	2	120	72	38
	White Plains	48	3	140	188	75
	Walker-McElmoyle	50	4	140	162	86
	Melton	51	2	120	87	59
	McLees	52	3	140	104	59
	Zion	53	4	140	174	103
	Welcome	56	2	120	114	54
	Broyles	57	3	140	78	46
	Central	58	2	140	125	72
	Airy Springs	64	2	120	58	37
	Double Springs	68	3	140	137	72
	Green Pond	69	2	120	99	61
Bamberg	Govan	11	2	180	61	48
	Hunter's Chapel	16	2	160	57	35
Barnwell	Healing Springs	10	3	160	90	64
	Hercules	23	2	120	74	40
	Ulmers	31	2	180	58	53
Berkeley	Appleton	47	2	180	73	43
Cherokee	St. Stephens	6	4	140	131	99
Chester	Holmes	35	2	130	77	45
	Edgmoor	11	2	180	93	67
	Bascomville	18	2	180	57	32
	Pleasant Grove	20	3	180	61*	40
	Armenia	29	3	140	124	62
Chesterfield	Union	10	3	140	83	49
	Center Point	19	2	120	98	51
	Mount Croghan	28	3	140	164	121
	Ruby	29	3	120*	101	75
	McBee	39	4	160	124	98
Clarendon	Oakdale	14	3	135*	92	63
	Turbeville	20	3	154	143	82
	Davis Station	26	3	170	87	52
	Trinity	27	2	140	60	36
Colleton	Williams	3	2	160	104	56
	Smoaks	5	2	160	103	52
	Buck Head	20	2	120	75	36
	Ruffin	26	2	120	72	47
	Lodge	30	3	140	102	55
	Penfel	44	2	120	60	33
Darlington	Swift Creek	8	4	160	122	90
	Anderson	11	2	140	75	48
	High Hill	12	3	160	76	52
	St. Davids	13	4	180	71*	51
	Antioch	18	7	160	288	209
	Jasper	19	2	160	64	33
	Philadelphia	20	3	140	63*	40
	Lynches River	24	2	140	78	51
	Rocky Ford	26	2	160	65	34
	Oates	27	3	140	128	65
	Clyde	28	4	160	128	69
	Dovesville	30	3	180	86	64

*The star indicates that the school has fallen below the standard in one or more particulars during the past scholastic year.

JULY 1, 1913, TO JUNE 30, 1914.—Continued.
 LIST OF RURAL GRADED SCHOOLS RECEIVING STATE AID,
 JULY 1, 1913, TO JUNE 30, 1914.—Continued.

County.	School.	District	Teachers	Term in Days	Enrollment	Average Attendance
Dillon	Little Rock	4	3	180	109	72
	Minturn	6	3	160	79	45
	Union	13	3	160	129	67
	Kemper	16	2	120	73	42
	Bermuda	17	2	120	57	36
	Manning	18	2	170	86	58
	Mt. Andrew	19	2	160	81	70
	Dalcho	21	3	160	89	55
	Oak Grove	22	2	160	88	56
	Pleasant Hill	30	2	140	69	45
Dorchester	Harleyville	9	2	160	90	71
	Flat Rock	4	2	120	56	38
Florence	White Town	7	2	130	61	41
	Ebenezer	13	3	180	68*	52
	Hyman	19	3	160	80	60
	Elim	37	3	140	66*	44
	Coward	39	4	160	157	86
Georgetown	Powell	51	2	100*	104	70
	Prospect	54	4	150	116	76
	Good Hope	23	4	140	102	81
	Old Hundred	2A	3	140	143	88
	St. Albans	4A	3	140	139	76
Greenville	East Gantt	6A	2	124	75	47
	O'Neal	11A	2	130	82	46
	Ebenezer	12A	3	140	141	72
	Taylors	9B	3	160	103	72
	Standing Springs	3C	2	120	67	34
	Grove	4C	2	120	66	36
	Berea	10C	3	140	129	107
	Highland	13C	2	120	84	68
	Double Springs	11D	3	140	149	92
	Chandler	1E	3	140	104	74
Hampton	Pliney	5E	2	120	98	48
	Reid	9E	2	130	89	64
	Travelers Rest	12E	3	140	122	82
	Columbia	1F	2	120	49*	33
	Hopewell	3F	2	150	96	54
	W. A. Pepper	4F	3	140	116	72
	Mountain Lodge	9F	2	119*	80	35
	Bellvue	12F	2	120	105	51
	Mitchell	13F	2	120	70	31
	Golden Grove	4G	3	140	101	60
Horry	Oak Grove	7G	2	155	150	121
	Beaver Dam	13I	2	120	83	53
	Tyger	13J	2	120	114	58
	Early Branch	4	3	100*	142	88
	Furman	21	3	140	90	54
	Evergreen	2	2	120	77	44
	Green Sea	7	3	140	172	103
	Little River	9	2	120	62	42
	Socastee	11	2	120	96	77
	Wannamaker	17	3	120*	110	56
Jasper	Loris	18	3	140	172	97
	Sweet Home	57	2	120	63	36
	Maple	69	2	120	80	32
	Toddville	76	2	120	63	31
	Spring Branch	80	4	140	96	55
	Waccamaw	88	2	120	52	32
	Aynor	99	2	120	71	49
	Gillisonville	2	3	180	81	67
	Great Swamp	9	3	180	56*	34*
	Trinity	11	2	125	69	38
Kershaw	Blaney	12	3	180	127	64
	Three C's	13	2	120	73	37
	Beaver Dam	18	2	140	69	31
	Lugoff	29	2	140	59	32
	Stoneboro	46	2	160	58	43

*The star indicates that the school has fallen below the standard in one or more particulars during the past scholastic year.

LIST OF RURAL GRADED SCHOOLS RECEIVING STATE AID,
JULY 1, 1913, TO JUNE 30, 1914.—Continued.

County.	School.	District	Teachers	Term in Days	Enrollment	Average Attendance
Lancaster	New Bethel	10	2	125	90	81
	Tabernacle	11	2	120	71	40
	Tradesville	12	2	120	97	52
	Rich Hill	24	2	120	90	70
	Caston	22	2	160	148	65
	Pleasant Plain	33	3	100*	132	62
Laurens	Antioch	49	2	120	101	53
	Green Pond (Dials)	1	3	140	127	81
	Shiloh (Dials)	3	3	140	98	58
	New Harmony (Dials)	4	2	140	72	45
	Lanford (Lanford)	10	3	160	97	59
	Prospect (Laurens)	2	2	160	67	41
Lee	Ora (Ora)	12	2	160	56	35
	Princeton (Sullivan)	1	3	160	127	77
	Poplar Springs (Sullivan)	3	2	125	88	60
	Waterloo (Waterloo)	14	3	160	78	54
	Friendship (Youngs)	2	2	130	69	51
	Huntersville (Youngs)	4	2	130	110	64
Lexington	Hebron	18	3	140	76	60
	Rock Hill	26	3	140	92	75
	Pelion	25	2	160	104	69
	Zion	31	3	120*	148	112
	Brownsville	1	3	140	79	40
	Boyskin	11	2	160	79	50
Marlboro	Blenheim	15	2	160	73	51
	St. Luke's	13	2	130	106	78
	Pomaria	26	2	160	60	40
	Jolly Street	33	2	120	80	49
	Trinity	45	2	140	51	31
	Jalapa	48	2	160	50	35
Newberry	Zion	56	2	160	54	37
	Silverstreet	58	2	160	61	47
	Tokeena	2	2	120	60	36
	Providence	3	2	120	112	58
	Fair Play	6	3	140	154	88
	South Union	7	3	160	137	70
Oconee	Tabor	10	2	140	80	45
	Richland	19	2	128	72	54
	Oak Grove	22	2	140	103	57
	Clemson College	33	2	180	82	64
	Keowee	35	3	140	166	71
	Salem	42	3	160	161	82
Orangeburg	Ebenezer	69	3	140	181	75
	Earles	71	2	120	100	50
	Four Holes	3	4	160	129	91
	North Willow	44	3	140	122	76
	Neeses	68	3	160	95	51
	St. George	74	3	160	94	57
Pickens	Cordova	75	2	180	91	47
	Zion	3	2	130	89	52
	Vineyard	16	2	120	105	55
	Dacusville	17	3	140	162	86
	Gates	22	2	120	114	65
	Oolenoy	36	3	140	100	65
Saluda	Montvale	56	2	120	79	50
	Holly	7	2	120	115	64
	Eulala	8	2	90*	77	47
	Zoar	14	2	140	65	41
	Ward	17	3	160	129	78
	Providence	46	3	160	121	79
Spartanburg ...	New Pisgah	4	2	140	83	37
	Pauline	20	2	120	121	72
	Disputanta	27	3	140	111	73
	Gramling	31	4	140	274	138
	Wellford	48	3	160	89	57
	Cavins	51	2	106*	62	41
	Gowensville	52	2	120	124	67
	Peru	63	2	120	116	63

*The star indicates that the school has fallen below the standard in one or more particulars during the past scholastic year.

LIST OF RURAL GRADED SCHOOLS RECEIVING STATE AID,
JULY 1, 1913, TO JUNE 30, 1914.—Continued.

County.	School.	District	Teachers	Term in Days	Enrollment	Average Attendance
Spartanburg	Rich Hill	68	2	120	64	48
	Duncan	75	3	180	135	74
	North Pacolet	76	2	120	81	53
	Holly Springs	78	3	140	171	71
	Fernwood	80	2	180	69	32
	Glenn Springs	82	3	140	101	59
	Hobbysville	88	3	160	82	40
	Lanham	91	2	140	56	34
	Green Pond	93	2	160	74	35
	Pelham	95	3	140	102	53
Sumter	Concord	2	3	148	74*	49
	Bethel	3	4	133*	137*	39
	Dalzell	9	2	160	83	58
	Shiloh	12	2	156	70	36
	Trinity	14	2	134	54	32
	Oswego	16	2	155	54	40
	Pleasant Grove	20	2	136	58	30
Union	Baker	22	2	153	51	31
	West Springs	17	3	120*	74*	42
	Hebron	19	2	140	66	50
	Indian Town	27	5	160	89	70
	Cedar Swamp	28	3	140	112	69
	Pergamos	29	2	140	48*	24*
	Earles	36	2	120	71	40
	Aimwell	39	2	120	51	30
	Trio	41	2	140	41*	24*
	Bullock Creek	15	2	160	59	36
York	Filbert	21	2	180	75	60
	Bowling Green	22	2	140	66	43
	Bethesda	29	2	160	63	37
	Philadelphia	33	2	145	65	39
	Tirzah	35	3	140	93	57
	Gold Hill	39	3	160	135	72
	Smyrna	44	2	140	75	46
	Friendship	45	2	140	50	32
	Cotton Belt	49	2	120	89	60
	Mt. Holly	50	3	140	84	53
	Guthriesville	51	2	160	51	32
	Lesslie	52	3	120*	69*	37*

*The star indicates that the school has fallen below the standard in one or more particulars during the past scholastic year.

THE REASONS FOR THE LAW.

In 1907 the General Assembly of South Carolina made a State appropriation for the encouragement of high schools. The State aid granted to high schools under this Act was conditioned on the attainment of prescribed standards of efficiency. The efficacy of the High School Act has been amply demonstrated. Under its influence the number of high school teachers and pupils has been doubled in five years. The provisions of the Act restricted the appropriation to smaller towns and country communities where limited resources would render it difficult to maintain the additional school facilities contemplated by the law. The State High School aid is now conditioned on a 2-mill special levy.

Acting on the same principle, the General Assembly in 1909 passed the Garris, or Term Extension Act. This Act now provides that a school district which is not able from the regular school funds to maintain a five months' term may, upon voting a tax of two mills or more, receive from the State Treasury a sum equal to that raised by the tax, not to exceed \$100 to any district. The principle of State assistance conditioned on self-help has also in this law received ample justification. Under its provisions nearly fourteen hundred of the districts in South Carolina have voted special taxes for lengthening the school term, have raised the teachers' salaries, and improved the quality of the instruction.

The State and County Building Acts constitute another exemplification of the wisdom of the same principle. Under these Acts the help of the State and county is extended to the school district willing to give of its own resources to erect a building which embodies the established principles of good school architecture and has been approved by the State Board of Education.

In the administration of the High School and the Term Extension appropriations it was discovered that there were cases which it was difficult to reach under these Acts. The limitation of the Term Extension appropriation to \$100 for a district made it admirably adapted to serve the needs of the one-teacher country school. A country community thickly populated with white people and with a school enrollment which made necessary the employment of two or more teachers was evidently at a decided disadvantage, and these were the districts which needed most the stimulation of the State appropriation. Many such rural communities attempted to organize the rural high school, but in most this effort ended in failure or in partial success. It was

difficult to maintain the high school enrollment of 15 pupils which was required by the high school law, and it was not desirable that the principal should give all his time to the instruction of the small attendance in the high school department. There were numerous instances where a high school teacher receiving half the total salary paid in the school was giving his time to the instruction of 10 or 15 pupils in the high school department, while his two assistants were each struggling with an enrollment of 50 or 60. The Rural Graded School Act aims to give relief from these conditions.

The rural graded school is not a high school. It does not contemplate in any circumstance more than two years of high school work, and whether or not this is given should be governed by the best interests of the school, as a whole, and by its proximity to a regularly organized high school. If there is a high school within reach of the pupils, the good of the majority certainly demands that the time of the teaching force be devoted to the elementary work. It is distinctly understood that the principal shall not neglect the elementary work of the school in order to give his attention to the few pupils who may be taking the more advanced subjects. The State authorities will look with decided disfavor upon any schedule or division of work which places an overwhelming burden of numbers on the primary and intermediate grades of the school.

Sometimes a principal fails to comprehend the spirit and purpose of the law. An application for admission has just reached the State Superintendent's office in which it is shown that a primary teacher receiving \$33 per month is endeavoring to teach more than 60 children; an intermediate teacher at \$40 per month has been assigned to more than 50, while the principal, receiving a salary of \$85 (\$12 more than the combined salary of the other two teachers) has taken the 14 pupils comprising the three higher grades of the school. Such a division of work is absolutely out of harmony with the spirit of the rural graded school. It is unjust to the teachers and even more unjust to the elementary pupils. The limited time which can be devoted to the lower grades under such an arrangement will effectually prevent most of the pupils from ever reaching the vacant places in the upper ranks. It may not always be possible to divide the pupils equally among the teachers, but the principal should have at least two-thirds as many pupils as any other teacher in the school. This

may shorten some of the recitation periods and may compel the combination of classes and other devices for saving time. It is easier, however, to do this with older pupils who are in a measure able to direct their own studies than with the small children who must work under the constant direction of the teacher.

THE SCHOOL BUILDING.

The regulations of the State Board of Education require that each teacher in the rural graded school shall be provided with a separate room. Rooms separated by a curtain will not suffice. If your present building is inadequate and does not conform to hygienic demands, the district should consider a thorough remodeling or the erection of a new building in accordance with the State plans. A bulletin issued by Clemson College for the State Department of Education may be obtained from the State Superintendent, and the blue prints for these designs and for other special designs may be obtained from the Engineering Department of the College. Trustees should consult with the County Superintendent of Education and should secure the approval of plans in order to secure any aid which may be granted under the State laws.

FURNITURE.

The requirements for recognition as a rural graded school require a building to be provided with comfortable desks for teachers and pupils. In order to conform to the size of the pupils the ordinary school building should be furnished with desks of four sizes: No. 5's, No. 4's, No. 3's and No. 2's. These desks should be carefully screwed to the floor with the following distances between backs: No. 5's, 22 inches; No. 4's, 24 inches; No. 3's, 26 inches; No. 2's, 28 inches. Desks which are not fastened securely to the floor are very quickly shaken to pieces or broken. A comfortable desk and chair should be provided for the teacher.

LIGHTING, VENTILATION AND HEATING.

Good hygiene requires that the windows of a schoolroom should be about one-fifth of the floor space. All pupils should be seated so that the light comes from the left and rear. They should never sit facing the light. The windows should be provided with shades to control the direct sunlight. The shades should be

adjusted to suit the changing light. The writer frequently visits schoolrooms where shades are seemingly regarded as ornaments.

They are frequently pulled down so as to cover half the window and remain in this position throughout the school year obstructing the light which the window was intended to give. Used in this way they do vastly more harm than good.

A jacketed stove with a fresh air intake and ventilating flue affords the best ventilation. Where this is not possible, an ordinary stove may be equipped with a sheet iron jacket and placed in the corner of the room where it will not interfere with the seating. The teacher should constantly have in mind the ventilation of the schoolroom. As an additional precaution, the windows should be opened and the room given a complete airing at every recess period.

BLACKBOARDS.

The best school work demands good blackboards. The regulations provide for at least 20 lineal feet per classroom. Hyloplate or some other wood pulp composition makes the best blackboard for the country school. In order to secure durability this board should be held in place by moulding.

MAPS.

To aid the purchasers of school maps in securing excellent quality at the lowest prices, the State Board of Education has approved the maps of Rand, McNally & Company, and recommends their use in the public schools of the State. The prices of these maps are listed below:

Maps recommended by the State Board of Education. Prices f. o. b. Chicago.

Universal Series Wall Maps, 41x58 and 41x52 inches—the Eastern and Western Hemispheres, United States, North America, South America, Europe, Asia and Africa—

On common roller, each	\$1 00
On portable board, each	1 75
On spring roller, in diamond or steel case	2 00
Set of four in globe case	7 50
Set of eight in globe case	12 00
Set of eight in roller front case	15 00

Globe Series Wall Maps, hand-mounted, 41x58 and 41x52 inches—The Eastern and Western Hemispheres, United States, North America, South America, Europe, Asia and Africa—

On common roller, each	\$1 50
On portable board, each	2 50
On spring roller, in diamond or steel case	3 00
Set of four maps in globe case	12 00
Set of eight maps in globe case	20 00

The best form in which to purchase the required maps is in separate steel roller cases. They may be taken to the different rooms as needed, and returned to a rack provided for them when not in use.

THE LIBRARY.

The library is perhaps the most important item in the equipment of any school. In many country homes there is a dearth of reading material. As a consequence many country children never form the reading habit. Most of the books should be simple and interesting, and adapted to the elementary grades. It is in these grades that the reading habit is usually formed. In addition to the regular circulating library, the school should, whenever possible, be provided with sets of supplementary readers for class use. Every rural graded school should take advantage of the law which gives State and county aid to the enlargement of the library each year.

Supplementary Reading.

It is generally conceded that in the teaching of reading results have been less satisfactory than in the teaching of any other of the common school branches. The failure of many pupils to read thoughtfully and intelligibly, critics say, is due to the rapid promotion of pupils from one grade to another before sufficient familiarity with the reading texts is acquired.

To improve the teaching of reading and to cultivate an interest in reading on the part of the pupils the Legislature passed, in 1914, an "Act to Provide Supplementary Reading for the Public Schools." This law is not intended to supplant or to interfere in any particular with the old library law that has been in operation for several years. It is like the former law in that it is based upon local self-help and in the method of securing the State and

county appropriations. It differs from the former law in the amount of State and county aid that can be secured; that is, when any school has raised any sum of money from \$5.00 to \$25.00 for the purchase of supplementary readers, a like sum from the county and also from the State is available.

It is greatly to be desired that the teachers of the State will begin at once to secure the benefits of this law in their respective schools. When the funds have been secured, the books should be selected in sets with the number in each set sufficient to supply each pupil of a reading class with a book, or two pupils with one book.

It is intended that these supplementary readers should serve at least two purposes. They will afford the pupils more reading material without additional cost to their parents, and will enable the teacher to give the pupils of each grade more practice in reading before advancing them to the next grade. These books also will give opportunity for more sight reading. It is a helpful exercise and a delightful change for the pupils to have from time to time at the regular reading period a sight lesson from another book instead of the regularly prepared lesson.

It is confidently expected that a judicious use of these books adopted by the State Board of Education in 1914 will greatly improve the reading in the public schools of the State.

SUPPLEMENTARY READING BOOKS.

Author.	Title.	Publisher.	Price to S. C. Schools
BEGINNERS' BOOKS—			
Haliburton	Primer	D. C. H. Co.....	.25
Banta & Benson.....	Brownie Primer	A. F. Co.....	.32
Fox	Indian Primer	A. B. Co.....	.23
FIRST YEAR BOOKS—			
Holbrook	Hiawatha Primer	H. M. Co.....	.36
Stevenson	Dramatic Readers, Book I.....	H. M. Co.....	.29
Grubb & Taylor.....	Industrial Primary Reader....	D. C. H. & Co....	.30
SECOND YEAR BOOKS—			
Wiltse	Folk Lore Stories & Proverbs..	G. & Co.....	.27
Eugene Field	Reader	C. S. Sons.....	.37
Blaisdell	Boy Blue and His Friends....	L. B. & Co.....	.36
Gardner	Nature Stories	Mac. Co.35
Turner	Our Common Friends and Foes A. B. Co.....		.27
Norton	Heart of Oak Reader, Book I.D. C. H. & Co....		.20
Stevenson	Dramatic Reader, Book II....H. M. Co.....		.34
THIRD YEAR BOOKS—			
Godolphin	Swiss Family Robinson for Young Readers	E. P. D. Co.....	.38
Stevenson	Children's Garden of Verses..R., McN. & Co....		.45
Holbrook	Book of Nature Myths.....H. M. Co.....		.41
Baldwin	Old Greek Stories.....A. B. Co.....		.41
Williamson	Life of Robt. E. Lee.....B. F. J. Pub. Co..		.31
Norton	Heart of Oak Reader, Book II..D. C. H. & Co....		.28
Stevenson	Dramatic Readers, Book III..H. M. Co.....		.38
FOURTH YEAR BOOKS—			
Brown	In the Days of Glants.....H. M. Co.....		.45
Williamson	Life of Washington.....B. F. J. Pub. Co..		.35
Evans & Duncan	Farm Life Reader, Book IV..S. B. & Co.....		.35
Holbrook	Northland Heroes	H. M. Co.....	.32
Pyle	Some Merry Adventures of Robin Hood	C. S. Sons.....	.47
Sneath, Hodges & Stevens.	Golden Ladder	Mac. Co.35
	Arabian Nights	H. M. Co.....	.36
Brown	Stories of Woods and Fields..W. B. Co.....		.38
Stevenson	Dramatic Readers, Book IV..H. M. Co.....		.48
FIFTH YEAR BOOKS—			
Scudder	Book of Fables and Folk Stories	H. M. Co.....	.41
Williamson	Life of Stonewall Jackson....B. F. J. Pub. Co..		.35
Brown	When the World Was Young..W. B. Co.....		.38
Sneath, Hodges & Stevens.	Golden Path Book.....Mac. Co.38
Brown	Stories of Childhood & Nature.W. B. Co.....		.38
Hawthorne	Wonder Book	H. M. Co.....	.36
Evans & Duncan.....	Farm Life Reader, Book V...S. B. & Co.....		.40
Stevenson	Dramatic Readers, Book V..H. M. Co.....		.58

SANITATION AND HEALTH.

The rural graded school should not only present a model in sanitation for the smaller schools of the county, but should assist in developing better sanitary ideals for the home. The well and water supply should be carefully looked after, and each school should have two well-kept sanitary closets built in accordance with the approved specifications of the State Board of Health. These plans and specifications may be obtained on request from the State Board of Health, Columbia, S. C. The building and grounds should be kept as clean as a well-kept home. A standard floor dressing will keep down dust.

The school should see that each room is provided with a covered water cooler with automatic faucet and pupils should use individual drinking cups. Instructions in practical sanitation should be one of the features of the school work. The State and County Medical Associations have kindly offered to co-operate free of charge with teachers and school trustees in the conservation of the health of school children. The State Dental Association has made a similar offer. The teachers and trustees of the rural graded schools should consult with the local physicians and should be leaders in the movement for better public health.

SUPPLEMENTARY EQUIPMENT.

The good rural graded school should by no means be content with this minimum equipment. Its walls should gradually be ornamented with good pictures which will develop the esthetic taste of its pupils. The work room should be fitted with simple, practical work benches and tools. A simple school kitchen may be fitted out at a nominal cost, and the laboratory may be easily supplied with inexpensive apparatus and illustrative material for use in physical geography, botany, agriculture, and physics. The school grounds should be fenced and should be ornamented with flowers and shrubbery. A good playground should be maintained with games for boys and girls, and everything should be done which will contribute to the beauty and attractiveness of the building and surroundings.

SCHOOL GARDENS AND EXPERIMENT PLOTS.

Several schools in South Carolina have successfully maintained school gardens. Mr. W. W. Long, the State Director of the Farm

Demonstration Work, has planned the establishment of experimental plots for demonstration of crop rotation in connection with five schools in each county. On these plots will be given a practical demonstration of the principles of soil building adapted to South Carolina. Every rural graded school in the State should plan to carry on this work in connection with the agricultural instruction.

COMMUNITY ACTIVITIES.

The rural graded school should endeavor to be a community social and educational center. By all means it should have an organized literary society in which its older pupils and the young men and women of the community may have an opportunity for exercise in public speaking and debate. An occasional entertainment based usually on the everyday work of the pupils will give an incentive to special effort on the part of the pupils and will afford a source of pleasure and interest to the parents. We strongly advise against the use of school study hours for the preparation of elaborate entertainments and plays not directly connected with the course of study. The entertainment should be such as to awaken the interest of parents and pupils in the regular course of study rather than to divert effort into other channels.

AGRICULTURAL CLUB WORK.

The rural graded school should be the recruiting station for the Boys' Corn Club and Girls' Canning Club. The success of these clubs will depend largely on the intelligent interest and enthusiasm of the teacher. Even where there is no equipment for domestic science, the teacher may organize her larger girls into a Homemakers' Club, which will meet weekly at the homes of the members, and work along lines suggested by the Extension Department of Winthrop College.

ATHLETICS.

Most of the counties in South Carolina have now organized the County Field Day. The rural graded school should be provided with a track and the home-made apparatus necessary for the practice in the running high jump, the pole vault, and the other events which make up the Field Day contests. The teacher should provide himself with the bulletins on school athletics

issued by the University and Clemson College. This athletic training appeals strongly to the older boys and will contribute to regular attendance and to good discipline.

THE COURSE OF STUDY.

The course of study approved by the State Board of Education and printed in the Elementary Manual and the text-books adopted by the State Board will form the basis of the rural graded school work. Modifications of this to meet local conditions must receive the approval of the State Superintendent of Education.

DAILY PROGRAMS.

The following daily programs are suggested for two and three-teacher schools. These programs will frequently require modification to meet special conditions. The programs of the teachers must be submitted to the State Superintendent of Education as a prerequisite to recognition and State aid. The assignment of grades to the several teachers will vary with conditions. As previously stated, there should be no great inequality in the size of the classes assigned to the several teachers. In one of the best schools which the writer has recently visited the principal has reached this end by taking the beginners in her room with the upper grades.

SUGGESTED PROGRAM FOR A TWO-TEACHER SCHOOL.

PRIMARY GRADES.

Hour.	Time	Grade.	Subject.
8:45- 9:00	15	All	Opening.
9:00- 9:15	15	1	Primer.
9:15- 9:30	15	1	First Reader.
9:30- 9:45	15	2	Second Reader.
9:45-10:00	15	3	Third Reader.
10:00-10:15	15	1	Number Work.
10:15-10:30	15	2	Arithmetic.
10:30-10:45	15	All	Recess.
10:45-11:00	15	3	Arithmetic.
11:00-11:15	15	All	Stories and Conversation.
11:15-11:30	15	All	Writing.

Hour.	Time	Grade.	Subject.
11:30-11:45	15	2-3	Spelling and Dictation.
11:45-12:00	15	1	Primer.
12:00- 1:00	60	All	Recess, play, school gardening.
1:00- 1:15	15	1	First Reader.
1:15- 1:30	15	2	Second Reader.
1:30- 1:45	15	2-3	Language Work.
1:45- 2:00	15	All	Stories and oral reading by pupils.
2:00- 2:15	15	All	Drawing.
2:15- 2:30	15	All	Recess.
2:30- 2:45	15	3	Reading.
2:45- 3:15	30	All	Nature Study and manual work correlating with Reading, Number Work and Drawing.
3:15- 3:30	15	All	Hygiene.
3:30- 3:45	15	All	Singing and Memory Gems.
3:45			Dismissal.

At intervals between recitations teacher should direct the seat work of pupils.

ADVANCED GRADES.

Hour.	Time	Grade.	Subject.
8:45- 9:00	15	All	Opening.
9:00- 9:20	20	4	Reading.
9:20- 9:40	20	5	Reading.
9:40-10:00	20	6-7	Reading.
10:00-10:15	15	4-5	Spelling.
10:15-10:30	15	6-7	Spelling.
10:30-10:45	15	All	Recess.
10:45-11:10	25	4-5	Arithmetic.
11:10-11:35	25	6-7	Arithmetic.
11:35-11:45	10	4	Hygiene.
11:45-12:00	15	All	Nature Study and Agriculture.
12:00- 1:00	60	All	Recess for dinner, play, manual work, school gardening and cooking.
1:00- 1:15	15	4	Language.
1:15- 1:30	15	5	Language.
1:30- 1:45	15	6	Grammar, Language.
1:45- 2:00	15	7	Grammar, Language.

Hour.	Time	Grade.	Subject.
2:00- 2:15	15	All	Writing and Drawing.
2:15- 2:30	15	All	Recess.
2:30- 2:45	15	6	Hygiene.
2:45- 3:00	15	4	Geography.
3:00- 3:15	15	5	Geography.
3:15- 3:30	15	6-7	Geography.
3:30- 3:45	15	5-6	History.
3:45- 4:00	15	7	History and Civics.

PROGRAM FOR THREE-TEACHER SCHOOL.

PRIMARY GRADES.

First, Advanced First and Second.

Hour.	Time	Grade.	Subject.
8:45- 9:00	15	All	Opening.
9:00- 9:15	15	1	Primer.
9:15- 9:30	15	Adv. 1	First Reader.
9:30- 9:45	15	2	Second Reader.
9:45-10:00	15	1	Number Work.
10:00-10:15	15	Adv. 1	Number Work.
10:15-10:30	15	2	Arithmetic.
10:30-10:45	15	All	Recess.
10:45-11:00	15	All	Stories and Conversation.
11:00-11:15	15	All	Writing.
11:15-11:30	15	2	Spelling and Dictation.
11:30-11:45	15	1	Reading and Phonics.
11:45-12:00	15	Adv. 1	Reading and Spelling.
12:00- 1:00	60	All	Recess for lunch, play, school gardening.
1:00- 1:15	15	All	Stories and oral reading by pupils.
1:15- 1:30	15	2	Reading.
1:30- 2:00	30	All	Drawing and hand work.
2:00- 2:15	15	All	Supervised play in yard.
2:15- 2:30	15	All	Recess.
2:30- 2:45	15	1	Word Drill and Reading.
2:45- 3:15	30	All	Nature Study and manual work correlated with Reading, Numbers and Drawing.

Hour.	Time	Grade.	Subject.
3:15- 3:30	15	All	Health Lessons.
3:30- 3:45	15	All	Singing.
3:45			Dismissal.

THIRD, FOURTH AND FIFTH GRADES.

Hour.	Time.	Grade.	Subject.
8:45- 9:00	15	All	Opening.
9:00- 9:15	15	3	Reading.
9:15- 9:30	15	4	Reading.
9:30- 9:45	15	5	Reading.
9:45-10:30	45	All	Arithmetic (see notes).
10:30-10:45	15	All	Recess.
10:45-11:00	15	All	Nature Study.
11:00-11:10	10	3	Spelling.
11:10-11:20	10	4	Spelling.
11:20-11:30	10	5	Spelling.
11:30-11:45	15	3	Reading.
11:45-12:00	15	4	Hygiene.
12:00- 1:00	60	All	Recess for lunch, play, school gardening.
1:00- 1:15	15	5	Language.
1:15- 1:30	15	3	Language.
1:30- 1:45	15	4	Language.
1:45- 2:15	30	5	History.
2:15- 2:30	15	All	Story telling and oral reading.
2:30- 2:45	15	4	Geography.
2:45- 3:00	15	5	Geography.
3:00- 3:30	30	All	Drawing and manual training.
3:30- 3:45	15	All	Singing.

SIXTH, SEVENTH, EIGHTH AND NINTH GRADES.

Hour.	Time.	Grade.	Subject.
8:45- 9:00	15	All	Opening.
9:00- 9:15	15	All	Spelling.
9:15- 9:45	30	6-7	Arithmetic.
9:45-10:15	30	8-9	Algebra and Arithmetic.
10:15-10:30	15	6-7	Riverside Selections for Sixth Grade, even years; Riverside Selections for Seventh Grade, odd years.

Hour.	Time	Grade.	Subject.
10:30-10:45	15	All	Recess.
10:45-11:15	30	8-9	Grammar, Composition, Literature.
11:15-11:45	30	6-7	Grammar and Composition.
11:45-12:00	15	All	Writing and Drawing.
12:00- 1:00	60	All	Recess for play, cooking and manual training.
1:00- 1:30	30	8-9	Physical Geography, odd years; General History, even years.
1:30- 1:45	15	6	South Carolina History.
1:45- 2:00	15	7	United States History.
2:00- 2:15	15	8-9	Civil Government, odd years; Botany or Agriculture, even years.
2:15- 2:30	15	All	Recess.
2:30- 3:00	30	6-7	Geography.
3:00- 3:15	15	8	Elective—Subjects to be selected by teacher from High School program of studies.
3:15- 3:30	15	9	Elective—Subjects to be selected by teacher from High School program of studies.
3:30- 3:45	15	6-7	Agriculture, odd years; Sanitation, even years.
3:45- 4:00	15		Assignment of work and dismissal.

NOTES AND SUGGESTIONS ON DAILY PROGRAM.

Length of Daily Sessions.

Teachers and school trustees will note the time suggested for opening and closing the daily sessions of the rural graded school. Country people are early risers and there is no reason why school should not open at 8:45. In the spring months, at least, it is advisable to open even earlier and dismiss at a correspondingly earlier hour. The State Department of Education has noted with disapprobation the tendency on the part of some country schools to shorten the daily session to accord with city customs. We feel that the best interest of the country school demands that teachers maintain the two daily sessions and observe the hours suggested

in the above program. Indeed, there is a marked reaction on the part of the city schools of the United States in favor of the longer day.

Opening Exercises.

Fifteen minutes has been assigned to the opening exercises. This should include the reading of a short appropriate selection from the scripture, the Lord's Prayer, and a hymn or song by the school. This introduction may be followed by such general exercises as will stimulate the interest of the pupils and secure prompt attendance. Short interesting readings and declamations, current events, songs, the recitation of memory gems, and nature study exercises adapted to the seasons and surroundings are all suitable for opening exercises. No other part of the school day is so good an index to the teacher's resourcefulness.

Grouping the Subjects.

It will be noted that the subjects of the course of study are given a certain grouping in the program. Although a definite number of minutes is assigned to each, it must not be construed that the teacher will divide his school into absolutely rigid groups, whose work is entirely separate. In the reading, for example, the teacher will frequently find it advisable to have the Second Grade read with the First Reader class, or she may combine the Third Grade and Second Grade into one reading class for variety or for review and for additional drill. The First and Second Grades, or the Second and Third Grades, or all of them, may sometimes put aside their school readers and may read together as one class selections from a set of easy supplementary readers which have been placed in the school library. The same arrangement is possible with the arithmetic classes. The Second and Third Grades may recite together in an oral drill in addition or in the multiplication table, or in easy exercises for quick analysis. A pupil may recite in two arithmetic classes when he needs review and drill to secure thoroughness and accuracy. Especially in the advanced grades will the program naturally telescope in many places. In my visits among the schools of the State I have sometimes seen a teacher assign a problem in arithmetic or algebra and sit idly by while the pupils worked ten minutes at the board. Instead of giving 15 minutes to each of two classes, it is frequently better to give 30 minutes to the combined classes, assign-

ing exercises and giving explanations alternately to the two sections. In this way the teacher can save time and lengthen materially the recitation periods. After written exercises have been assigned to one class at the board or at the seats, the teacher may utilize the interval for the direction of the seat work of the primary grades. In many instances the whole school will work together. The periods devoted to story telling, conversation, writing, drawing, the recitation of memory gems, oral reading from the platform, and nature study will usually include all the pupils in the room. The teacher should regard it as a favorable symptom when any recitation becomes so interesting as to attract the attention of the whole room. Pupils learn much by this process of absorption.

Alternation of Years.

One method of saving time in the advanced grades is through alternation of studies by years. There is no reason, for example, why the Sixth and Seventh Grades should not read one year the work assigned to the Sixth Grade in the State course of study and on the following year that assigned to the Seventh. In this way the pupils cover the entire course of study and one recitation period is saved. The same is true of spelling. In language, instead of giving 15 minutes each to the Fourth and Fifth Grades, the two may usually be united in the same way. The same thing is true of the Fifth and Sixth Grades in history and of the Sixth and Seventh Grades in geography. If high school work is attempted, it is absolutely necessary to employ this device. This question is discussed at greater length in the Elementary Manual.

Utilizing the Noon Hour.

In the country most of the children will bring their lunches to school with them and will remain on the ground during the noon period. In addition to dinner and play, profitable work may be done during this intermission. The school garden may be worked and the grounds put in order. If the school has a work room and is attempting some manual training, or cooking, many pupils will prefer to utilize some part of the noon hour to complete work in which they are interested. The teacher will also utilize occasionally part of the noon hour for teaching new plays and games which will become community social assets.

LIBRARY OF CONGRESS

0 021 731 609 1

